

Textbook Alignment to the Utah Core – 10th Grade Language Arts

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes X No _____

Name of Company and Individual Conducting Alignment: Jill Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 10 Language Arts

Title: Literature Course 5 © 2009 ISBN#: 0-07-877986-3

Publisher: Glencoe/McGraw-Hill Publishing Company

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: ____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	Student Edition: <i>Vocabulary Practice</i> 27, 121, 622, 977 Teacher Wraparound Edition: V 903; VP 930		
b.	Evaluate the effects of connotation in text.	Student Edition: <i>Vocabulary</i> 65, 339, 542, 555, 783, 838 <i>Vocabulary Practice</i> 71, 438, 546, 558, 611, 841, 950, 1092 <i>Vocabulary Workshop</i> 32, 713 Teacher Wraparound Edition: ALL 713; F 32, 713; RC 32; V 65, 329, 542, 555, 595, 783, 838, 1089; VP 32		

c.	Determine word meaning through analogy and contrast/antonym context clues.	Student Edition: <i>Vocabulary</i> 34, 74, 200, 211, 383, 487, 505, 800 <i>Vocabulary Practice</i> 50, 83, 243, 327, 381, 389, 490, 508, 539, 562, 815, 1038, 1064 Teacher Wraparound Edition: V 34, 74, 200, 383, 487, 505		
d.	Distinguish between commonly confused words (i.e., <i>affect/effect; between/among; either/neither; fewer/less; good/well; irregardless/regardless; waste/waist</i>).	Student Edition: <i>Vocabulary Workshop</i> 480 Teacher Wraparound Edition: EL 883		
Objective 1.2: (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., essays, nonfiction articles, workplace and consumer documents, electronic text).				
a.	Analyze the purpose of external text features and structures in a variety of electronic texts (e.g., e-mail, electronic newspapers, web pages).	Student Edition: 1141, 1142, 1146, 1162, R25 Teacher Wraparound Edition: TE 1146		
b.	Analyze the function of multiple internal text structures in a single text.	Student Edition: 1138-1139, 1141, 1142, 1143, 1148, 1160-1161, R22, R23, R24, R25, R38 <i>Analyze Text Structure</i> 385, 386 <i>Reading Check</i> 1149, 1154, 1155 <i>Reading Handbook</i> R38 <i>Reading Strategy</i> 383, 389 #1 <i>Respond and Think Critically</i> 1144 #1-#4 Teacher Wraparound Edition: BO 1136; EL 1139; RP 424; SP 1146; TE 1138, 1147, 1152, 1154		

c.	Use explicit and implicit information to arrive at conclusions.	Student Edition: <i>Draw Conclusions About Author's Beliefs</i> 325 <i>Draw Conclusions About Meaning</i> 378, 379, 565 <i>Reading Check</i> 1142, 1146 <i>Reading Strategy</i> 322, 327 #1, 376, 381 #1, 564, 567 #1-#2 Teacher Wraparound Edition: ReP 348; RP 132, 194; WP 210		
d.	Evaluate text for reliability and accuracy.	Student Edition: 1139, 1140 <i>Connect to Science</i> 27 <i>Connect to Social Studies</i> 530 <i>Reading Handbook</i> R39 <i>Reading Strategy</i> 588 <i>Research and Report</i> 121, 302 <i>Respond and Think Critically</i> 429 #4 <i>Respond Through Writing</i> 400, 503 <i>Writing Handbook</i> R32 <i>Writing Workshop</i> 993, 999 Teacher Wraparound Edition: CTS 27; EL 1155; MS 584; ReP 876, 974, 996; RP 428, 586, 1140, 1148; RS 1139; SS 883		

Objective 2.3: (Comprehension of Literary Text): Comprehend literature by recognizing the use of literary elements across genres and cultures.				
a.	Examine the relationship between oral and written narratives.	Student Edition: <i>Compare Oral Tradition</i> 980, 991 <i>Genre Focus</i> 895 <i>Literary Analysis Model</i> 898 <i>Literary Focus</i> 956-957 Teacher Wraparound Edition: COT 991; LE 956		
b.	Understand the uses of character development in conveying theme in literary works.	Student Edition: <i>Compare Theme</i> 845, 873 <i>Implied Theme</i> 115, 118 <i>Literary Element</i> 113 <i>Literary Focus</i> 86-87 <i>Make Inferences About Theme</i> 114, 117, 118 Teacher Wraparound Edition: LE 3; LEP 792		
c.	Analyze themes in literature and their connection to politics, history, culture, and economics.	Student Edition: <i>Analyze Historical Context</i> 66, 67, 69 <i>Before You Read</i> 64 <i>Compare the Big Idea</i> 991 <i>Compare Cultural Beliefs</i> 991 <i>Connect</i> 580 #6 <i>Daily Life and Culture</i> 139 <i>Literary Element</i> 140 #1, 319 #1-#2 <i>Reading Strategy</i> 65, 71 #1-#2 <i>Respond Through Writing</i> 503 <i>Theme</i> 130, 133, 312, 313 Teacher Wraparound Edition: CH 315; LE 309; LSP 528; RP 138, 956		

d.	Evaluate setting as it contributes to characterization, plot, or theme.	Student Edition: <i>Essay</i> 1135 <i>Literary Element</i> 83, 113 <i>Reading Strategy</i> 113, 847, 865 #1 <i>Theme</i> 125 Teacher Wraparound Edition: LE 8		
e.	Analyze the use of simile, metaphor, pun, irony, symbolism, allusion and personification.	Student Edition: <i>Allegory</i> 76, 77, 81 <i>Genre Focus</i> 468 <i>Irony</i> 160, 162, 164, 167 <i>Literary Element</i> 74, 83, 158, 170, 490, 535, 539, 555, 557, 608, 610 <i>Respond and Think Critically</i> 538 #4, 545 #7 Teacher Wraparound Edition: LEP 180, 520; RP 158; RS 533; SP 608; WT 471		
f.	Compare poetry on different topics from varied cultures and times.	Student Edition: <i>Respond Through Writing</i> 503 Teacher Wraparound Edition: ReP 506		

STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)
Objective 2.1: (Writing to Learn): Interpret and analyze ideas and perspectives to clarify thinking through writing.			
a.	Analyze varied ideas and opposing opinions.	Student Edition: <i>Compare the Big Idea</i> 430 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 16 <i>Respond Through Writing</i> 351, 400, 708 <i>Writing Workshop</i> 997 Teacher Wraparound Edition: AL 435	
b.	Analyze facts, events, or ideas to create meaning.	Student Edition: <i>Reading Strategy</i> 1070 <i>Respond Through Writing</i> 244, 415 Teacher Wraparound Edition: AL 255; RS 1071; WP 406, 412, 432, 574	

c.	Identify and analyze assumptions and perceptions by examining connections between texts, between texts and self, and between texts and different world connections.	Student Edition: <i>Compare Authors' Cultures</i> 217, 1069 <i>Compare the Big Idea</i> 631, 873, 991 <i>Reading Strategy</i> 1083 <i>Respond Through Writing</i> 553 <i>Writing Workshop</i> 259 Teacher Wraparound Edition: AL 1111; RP 1042; RS 1084; WP 406, 952		
Objective 2.2: (Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)				
a.	Experiment with varied organizational patterns and forms of writing (e.g., memos, letters, reports, essays, brochures).	Student Edition: <i>Essay</i> 891 <i>Respond Through Writing</i> 351, 400, 708, 1039 <i>Speaking and Listening</i> 950, 1056 <i>Write a Business Letter</i> 1144 <i>Write with Style</i> 447 <i>Writing</i> 429, 738 <i>Writing Workshop</i> 874-881 Teacher Wraparound Edition: SP 404; WP 178, 544, 778, 920		

b.	Support arguments with personal experience, detailed evidence, examples, and reasoning.	Student Edition: <i>Essay</i> 891 <i>Respond Through Writing</i> 351, 400, 708, 1039 <i>Speaking and Listening</i> 950 <i>Writing</i> 738 <i>Writing Workshop</i> 880 Teacher Wraparound Edition: SP 404; WP 178, 544, 708, 778, 920		
c.	Use persuasive strategies including appeals to logic, emotion, and ethics.	Student Edition: <i>Respond Through Writing</i> 351, 400, 708, 1039 <i>Write with Style</i> 447 <i>Writing</i> 429 <i>Writing Workshop</i> 879-880 Teacher Wraparound Edition: AL 351; SP 882; WP 178		
Objective 2.3: (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	a. Evaluate and revise for: <ul style="list-style-type: none"> <input type="checkbox"/> Adequate support of ideas (e.g., quotations, facts, examples, anecdotes, and excerpts). <input type="checkbox"/> Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions). <input type="checkbox"/> Correct use of active and passive voice. Appropriate voice for specific audiences. <input type="checkbox"/> Specific word choice for different audiences and purposes. <input type="checkbox"/> Rhythm created through sentence construction (i.e., parallel sentence structure). 	Student Edition: <i>Respond Through Writing</i> 51, 84, 141, 171, 244, 320, 351, 390, 400, 415, 491, 503, 540, 606, 708, 816, 978, 1039, 1115 <i>Writing Handbook</i> R28-R29 <i>Writing Workshop</i> 264, 454, 638, 880, 1000, 1124 Teacher Wraparound Edition: EL 553; WP 84, 142, 244, 638, 1000, 1124		

b.	<p>Edit for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spelling. <input type="checkbox"/> Correct use of commas to set off appositives. <input type="checkbox"/> Correct subject/verb agreement. <input type="checkbox"/> Correct sentence construction (i.e., fragments, run-ons). <input type="checkbox"/> Correct placement of modifiers. <input type="checkbox"/> Correct capitalization for abbreviations (Ph.D.) or letters that stand alone (U-turn, I-beams). <input type="checkbox"/> Correct use of possessives. <input type="checkbox"/> Correct use of semi-colon. 	<p>Student Edition: <i>Respond Through Writing</i> 51, 84, 141, 171, 244, 320, 351, 390, 400, 415, 491, 503, 540, 553, 606, 708, 816, 978, 1039, 1115 <i>Write with Style</i> 447 <i>Writing Handbook</i> R29 <i>Writing Workshop</i> 265, 455, 639, 881, 1001, 1125 Teacher Wraparound Edition: AL 1001; WP 264, 455, 639, 1001, 1125</p>		
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STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to problem-solve and deepen understanding.				
a.	Formulate essential questions that expose problems and explore issues.	Student Edition: <i>Connect to Art</i> 339 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Respond Through Writing</i> 320 <i>Writing Handbook</i> R31 <i>Writing Workshop</i> 993 Teacher Wraparound Edition: ReP 306, 450, 1084; WP 802		
b.	Analyze information to determine relevance to essential question.	Student Edition: <i>Research and Report</i> 121 <i>Writing Handbook</i> R32 Teacher Wraparound Edition: SS 883		

c.	Evaluate the accuracy and relevance of information that reflects multiple points of view.	Student Edition: <i>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Respond Through Writing</i> 400 <i>Writing Handbook</i> R32 <i>Writing Workshop</i> 993 Teacher Wraparound Edition: CTS 27; ReP 876, 974, 996; RP 586; SS 883		
d.	Evaluate, use, and cite nontraditional sources (e.g., Internet, interviews, media sources)	Student Edition: <i>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Research and Report</i> 121, 302 <i>Respond Through Writing</i> 320 <i>Writing Handbook</i> R32, R35-R37 <i>Writing Workshop</i> 993 Teacher Wraparound Edition: CTS 27; ReP 876, 996; RP 90		
Objective 3.2: (Written Communication of Inquiry): Write to synthesize information to solve a problem or deepen understanding.				
a.	Select an appropriate format to synthesize information.	Student Edition: <i>Research and Report</i> 121, 302 <i>Writing Handbook</i> R32-R33 <i>Writing Workshop</i> 994 Teacher Wraparound Edition: ReP 974; WP 994; WS 450		
b.	Gather and synthesize information to solve a problem or deepen understanding.	Student Edition: <i>Research and Report</i> 121, 302 <i>Writing Workshop</i> 994 Teacher Wraparound Edition: AL 79, 857, 1049; LSP 528; ReP 306, 940, 974, 1084; RP 66; WP 296, 436, 714, 720, 740, 758, 788, 802, 811, 822, 846, 952		

c.	Support synthesis of information using paraphrase, summary, and/or quotations.	Student Edition: 415 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Writing Handbook</i> R32 <i>Writing Workshop</i> 994 Teacher Wraparound Edition: AL 415, 857; ReP 1084; RP 998; SP 30; WS 451		
d.	Use informal and formal citations, where appropriate, to support inquiry.	Student Edition: <i>Connect to Science</i> 27 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Writing Handbook</i> R33-R37 <i>Writing Workshop</i> 994, 998, 999 Teacher Wraparound Edition: AL 79; CTS 27		
Objective 3.3: (Oral Communication of Inquiry): Plan and present orally using techniques appropriate to audience and purpose.				
a.	Determine audience and purpose for oral presentations (e.g., to inform, to persuade, to entertain).	Student Edition: <i>Research and Report</i> 438 <i>Speaking and Listening</i> 581, 598 <i>Speaking, Listening, and Viewing Workshop</i> 456, 640, 1002, 1126 <i>Writing Workshop</i> 874-875, 876 Teacher Wraparound Edition: EL 1127; SLP 918; SS 456, 1003; WT 880		
b.	Anticipate and prepare to respond to potential audience questions.	Student Edition: <i>Speaking, Listening, and Viewing Workshop</i> 1004 <i>Writing Workshop</i> 874 Teacher Wraparound Edition: LS 883; LSP 1034		
c.	Respond effectively to audience questions and feedback.	Student Edition: <i>Speaking, Listening, and Viewing Workshop</i> 883, 1127 Teacher Wraparound Edition: LSP 1034		

d.	Present orally using visual aids/technology for support.	Student Edition: <i>Connect to Science</i> 27 <i>Speaking and Listening</i> 1082 <i>Speaking, Listening, and Viewing</i> <i>Workshop</i> 267, 457, 641, 1002, 1126 Teacher Wraparound Edition: EL 1003; SP 640, 906, 948; SS 1004; WS 876		
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